



## BRIDGEWATER ACADEMY CHARTER

316 Bush Drive  
Myrtle Beach, South

<b>Grades</b>	K-8 Elementary School	
<b>Enrollment</b>	143 Students	
<b>Principal</b>	Craig Crawford	843-236-3689
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

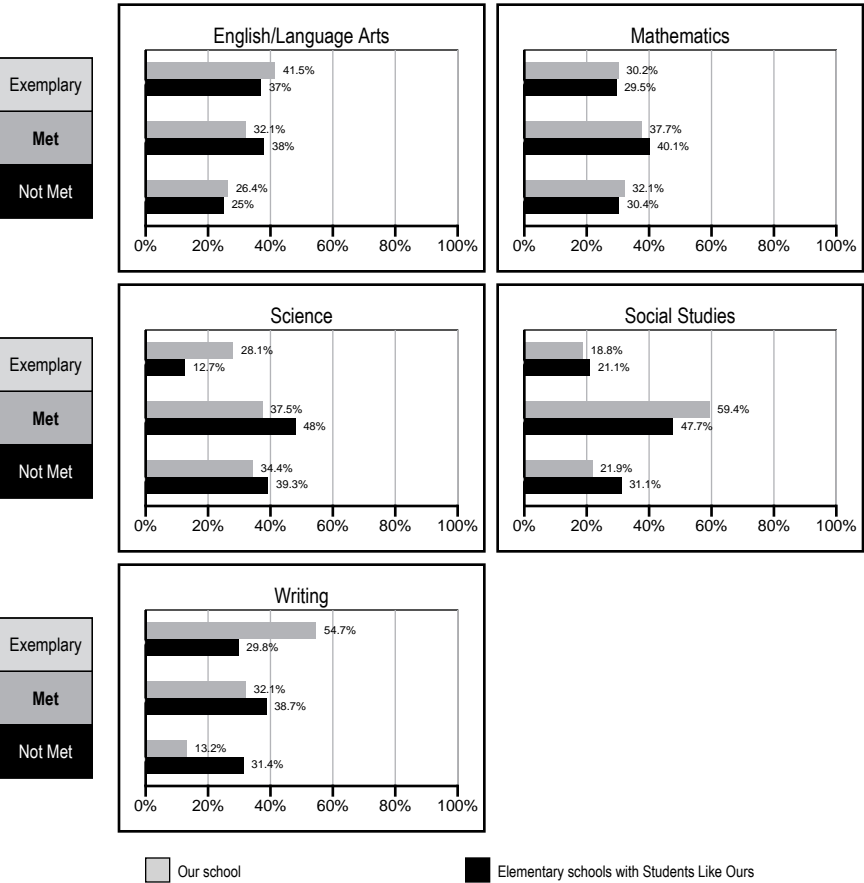
96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	20	92	8	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=143)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 4.5%	1.3%	1.2%
Attendance rate	95.6%	Down from 96.2%	95.8%	96.1%
Eligible for gifted and talented	19.8%	Up from 8.6%	10.6%	11.7%
With disabilities other than speech	18.2%	Up from 15.4%	8.7%	8.0%
Older than usual for grade	0.8%	Down from 3.1%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	N/A	N/A	59.8%	60.5%
Continuing contract teachers	N/A	N/A	85.7%	84.6%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.7%	87.0%
Teacher attendance rate	N/R	N/R	94.9%	95.4%
Average teacher salary*	N/A	N/A	\$47,073	\$47,288
Professional development days/teacher	7.0 days	Down from 10.0 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Up from 13.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	N/R	N/R	89.9%	90.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	92.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,977	Up 20.8%	\$7,478	\$7,548
Percent of expenditures for instruction**	59.4%	Up from 58.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	56.8%	Up from 56.4%	64.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Bridgewater Academy has a long and distinguished history as the first charter school in the district. We maintain our reputation for academic excellence as we continue to outperform our local public schools in many areas on state-wide tests. This past year we graduated our sixth class of eighth graders, many of whom will excel in area public high schools. We are proud to include numerous afterschool activities that offer our students the opportunity for fellowship and competition: girls volleyball, boys and girls soccer, boys and girls basketball, TSA technology club, jump-rope club, after school tutoring, peer tutoring, chorus, drama club, young environmentalist club, and BETA. We continue to improve our opportunities for our students to demonstrate their excellence. Bridgewater Academy is guided by the principle of service to others. We worked in conjunction with many local and international charities to raise money and/or goods. These include: the American Cancer Society, the American Heart Association, Scents for Soldiers, the Ronald McDonald House, the March of Dimes, Extreme Can Food Drive, and many others. Bridgewater Academy was founded with the guiding principle of promoting a lower student to staff ratio (17:1). We believe that every child can succeed with the proper amount of support and positivity. The charter schools offer a smaller, more personal environment that focuses on innovative and effective educational opportunities. Our caring and dedicated staff and parents are willing to do what is necessary to increase our students' desire to learn. Bridgewater Academy utilizes a conjunction of state standards and national standards (technology and science) in order to provide a sound curriculum. In the upcoming school year, 2010 - 2011, we will be moving to a new facility. We will continue to strive for excellence and offer a competitive alternative to traditional public schools.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	9	25	15
Percent satisfied with learning environment	88.9%	80.0%	86.7%
Percent satisfied with social and physical environment	55.6%	80.0%	92.9%
Percent satisfied with school-home relations	100.0%	96.0%	80.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.4%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	93	96.8	28.8	32.5	38.8	85	85.4	83.5	Yes	Yes
Gender										
Male	56	94.6	37.5	33.3	29.2	81.3	82	80.1	N/A	N/A
Female	37	100	15.6	31.3	53.1	90.6	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	41	97.6	18.2	30.3	51.5	90.9	89.5	89.6	I/S	Yes
African American	46	95.7	41.5	39	19.5	78	73.7	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	23	87	47.6	38.1	14.3	66.7	58.2	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	72	95.8	34.4	32.8	32.8	83.6	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	93	98.9	33.8	41.3	25	76.3	84.2	80.4	Yes	Yes
Gender										
Male	56	98.2	37.5	41.7	20.8	70.8	82.2	78.4	N/A	N/A
Female	37	100	28.1	40.6	31.3	84.4	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	41	100	18.2	51.5	30.3	90.9	89.5	87.8	I/S	Yes
African American	46	97.8	51.2	34.1	14.6	61	69.8	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	23	95.7	57.1	33.3	9.5	61.9	53.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	72	98.6	39.3	37.7	23	72.1	78.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	59	100	38.8	40.8	20.4	61.2	71.8	67.3
Gender								
Male	37	100	41.9	38.7	19.4	58.1	71.7	66.9
Female	22	100	33.3	44.4	22.2	66.7	71.9	67.7
Racial/Ethnic Group								
White	25	100	10.5	57.9	31.6	89.5	80.4	79.6
African American	31	100	63	29.6	7.4	37	48.8	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	19	100	N/A	N/A	N/A	35.3	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	59.1	58.6
Socio-Economic Status								
Subsidized meals	48	100	46.2	38.5	15.4	53.8	63	55.4

Social Studies								
All Students	60	100	29.4	56.9	13.7	70.6	75.3	70.9
Gender								
Male	32	100	28.6	64.3	7.1	71.4	74.2	70.1
Female	28	100	30.4	47.8	21.7	69.6	76.5	71.7
Racial/Ethnic Group								
White	28	100	17.4	65.2	17.4	82.6	80.5	79.2
African American	28	100	45.8	45.8	8.3	54.2	59.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	12	100	N/A	N/A	N/A	45.5	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72.8	68
Socio-Economic Status								
Subsidized meals	44	100	33.3	58.3	8.3	66.7	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	91	100	16.3	45	38.8	83.8	76.8	72.1	95.6	95.8
Gender										
Male	55	100	18.8	52.1	29.2	81.3	69.9	65.2	95.8	95.7
Female	36	100	12.5	34.4	53.1	87.5	83.9	79.2	95.3	95.8
Racial/Ethnic Group										
White	40	100	9.1	42.4	48.5	90.9	83.2	80.8	94.7	95.5
African American	45	100	24.4	51.2	24.4	75.6	59.2	59.7	96.3	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.2	87	97.2	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.7	64.6	99.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	N/A	94.1
Disability Status										
Disabled	23	100	38.1	57.1	4.8	61.9	34.3	27.7	95.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.2	63.7	N/A	96.7
Socio-Economic Status										
Subsidized meals	70	100	18	47.5	34.4	82	68.9	61.9	95.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	21	100	4.8	28.6	66.7	95.2
	5	15	100	27.3	54.5	18.2	72.7
	6	14	100	28.6	35.7	35.7	71.4
	7	9	I/S	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
2010	3	17	88.2	43.8	25	31.3	56.3
	4	15	93.3	27.3	45.5	27.3	72.7
	5	27	100	15.4	30.8	53.8	84.6
	6	11	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
Mathematics							
2009	3	14	100	35.7	21.4	42.9	64.3
	4	21	100	19	61.9	19	81
	5	15	100	45.5	45.5	9.1	54.5
	6	14	100	50	35.7	14.3	50
	7	9	I/S	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
2010	3	17	100	56.3	37.5	6.3	43.8
	4	15	93.3	45.5	18.2	36.4	54.5
	5	27	100	11.5	46.2	42.3	88.5
	6	11	100	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
Science							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	21	100	14.3	57.1	28.6	85.7
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	15	100	45.5	36.4	18.2	54.5
	5	14	100	23.1	46.2	30.8	76.9
	6	4	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	21	100	14.3	42.9	42.9	85.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	15	100	18.2	63.6	18.2	81.8
	5	13	100	15.4	53.8	30.8	84.6
	6	7	I/S	I/S	I/S	I/S	I/S
	7	11	100	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	14	100	14.3	42.9	42.9	85.7
	4	22	100	9.1	40.9	50	90.9
	5	15	100	18.2	72.7	9.1	81.8
	6	14	100	28.6	57.1	14.3	71.4
	7	9	I/S	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S
2010	3	17	100	18.8	37.5	43.8	81.3
	4	14	100	18.2	36.4	45.5	81.8
	5	27	100	7.7	26.9	65.4	92.3
	6	11	100	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	12	100	I/S	I/S	I/S	I/S

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